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ABSTRACT

The purpose of this State plan is to provide a focus for the continued development of library services in Maryland. It presents an overview of the present situation and a plan of action that will implement the recommendations of recent studies, reports, legislation, and discussions by many individuals, committees, and other groups. It indicates in general terms other areas that need attention. The plan also emphasizes activities which begin to provide a means for more pertinent data to be acquired and analyzed so that a continued and sustained planning and evaluation process can result. While school and public library plans are covered at length this document does not include the development of college and university library services except as they relate to the interlibrary loan network. One specific objective for 1973 is directed toward the initiation of the planning process by local public library systems. Activities planned under other specific objectives include the collection and analysis of data as a basis for further planning. (Other State Plans are: LI003985 through LI003993, LI003995 through LI004000, and LI004002 through LI004004.) (Author/NH)

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TOWARD TOTAL LIBRARY SERVICE: AN ACTION PROGRAM FOR LIBRARY DEVELOPMENT IN MARYLAND

Division of Library Development and Services
Maryland State Department of Education
1972

LI 004001

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STATE PLAN FOR LIBRARIES IN MARYLAND

I. Introduction

The purpose of this State plan is to provide a focus for the continued development and improvement of library services in the State. It brings together in one document an overview of where we are and a plan of action that will implement the recommendations of recent studies, reports, legislation, and discussions by many individuals, committees, and other groups. It indicates in general terms other areas that need attention.

The plan also emphasizes activities which begin to provide a means for more pertinent data to be acquired and analyzed so that a continued and sustained planning and evaluation process can result. Giving priority to this process in addressing any of the program objectives of the plan will require diverse ways of working and different approaches to responsibilities at both State and local levels.

Input for the development of the State plan was received primarily from discussions and meetings of the State Advisory Council for Library Services and Construction Act and the subcommittees expanded from the original council group of nineteen. Six subgroups met to discuss various parts of the State library program. They reviewed data and information collected from other studies and reports of other library committees and from their own knowledge of the program and its needs. Some fifty or sixty people, including Division staff, library users, administrators, and direct service librarians, participated in these discussions. The responsibility for review and organization of these recommendations was that of the staff of the Division of Library Development and Services. It has been a long standing practice that no major plans or policies are

developed by this State library agency without the participation and advice of concerned and affected groups of librarians and educators in the State. This year participation was also sought from the public, from user groups, and from librarians in close and constant contact with the public. Increasing and extended involvement from the public and attention at the local level in seeking better ways to determine user needs should result in an improved planning document.

The Division of Library Development and Services staff spent time reviewing this plan with the Regional Library Services Program Officer, U. S. Office of Education, before final preparation of the document. The recommendations and suggestions from that meeting have been incorporated in the plan.

The State plan will serve not only a planning document for this division of the Maryland State Department of Education but will serve public interest groups, local education and library agency personnel, and others throughout the State. While school and public library plans are covered at length this document does not include the development of college and university library services except as they relate to the interlibrary loan network. Material on the libraries in institutions of higher education is found in other documents of the Maryland Council for Higher Education.

Widespread distribution of the document itself, coverage in the local library literature, and the preparation and distribution of a summary version of the plan will inform librarians and the libraries' public about the ways in which services will be extended and improved in the next few years.

Preparations are being made for the continuation of the planning process. One specific objective for 1973 is directed toward the initiation of the planning process by local public library systems. Activities planned under other specific objectives include the collection and analysis of data as a basis for further planning.

II. FACTS ABOUT MARYLAND

Maryland is a small compact State in both geography and population. It covers 12,303 square miles, 2,429 of which is water. Its varied topography ranges from the Appalachian Mountains in the west to the Atlantic Ocean in the east. Its dominant local governmental structure is the county. Major public services; i.e., education, health, recreation, and public libraries, are organized and administered on a county basis. There are twenty-four units of local government, including the twenty-three counties and Baltimore City.

The State is naturally subdivided into five distinct regions: (1) the Western area (Garrett, Allegany, and Washington Counties) with a population of 209,349; (2) the Baltimore Metropolitan Area (Baltimore City, Baltimore County, Anne Arundel, Carroll, Cecil, Harford, and Howard Counties) with a population of 2,124,021; (3) the Washington Metropolitan Area (Montgomery, Frederick, and Prince George's Counties) with a population of 1,268,303; (4) Southern Maryland (Calvert, Charles, and St. Mary's Counties) with a population of 115,748; and (5) the Eastern Shore (Kent, Queen Anne's, Talbot, Caroline, Dorchester, Wicomico, Worcester, and Somerset counties) with a population of 205,038.

The 1970 population of the State of Maryland was 3,922,399.

In July of 1967, the Maryland State Planning Department published population projections for 1970 and 1980. The 1970 projection of 3,959,600 was slightly higher (about one percent) than the actual figure, so if the Planning Department's 1980 figure of 4,678,900 is similarly high by about one percent, the State's 1980 population should reach approximately 4,650,000.

In 1970, 83 percent of Maryland's population lived in the State's two principal standard metropolitan statistical areas (SMSAs) - Baltimore (53 percent) and Washington (30 percent). The Baltimore SMSA, then, contained about 2,070,000 inhabitants. According to Regional Planning Council projections, the Baltimore Region (SMSA) will witness a population growth of about 13 percent between 1970 and 1980 (to about 2,340,000) and a growth of about 35 percent between 1970 and 1990 (to about 2,800,000).

Major population increases are concentrated in the metropolitan area. Baltimore City and three rural counties lost population between 1960 and 1970.

While the State's nonwhite (primarily black) population in 1970 was 18.5 percent, it is very important to note - especially with respect to library and other public services - that Baltimore City alone accounted for about 71 percent of the State's nonwhite population and about 85 percent of the Baltimore Region's nonwhite population.

Baltimore City's 1970 population was 905,759; 47 percent of these persons were nonwhite (primarily black). The City's nonwhite population is expected to be about 63 percent of the City's total population by 1990, although the City is expected to experience a net loss in terms of total population by that date, according to Regional Planning Council estimates.

The percentage of nonwhites in other areas of the State are 26 percent in Southern Maryland, 22 percent on the Eastern Shore, 11 percent in the Washington Metropolitan Area. The greatest increase in nonwhite population was in the Washington Metropolitan area, attributed to migration from the District of Columbia.

The 1970 Census showed that although 82.4 percent of the Maryland population had completed eight or more years of grade school, 52.4 percent had completed four or more years of high school, and 14 percent had

completed four or more years of college. The median number of years completed was 12.1. The white completion role was higher than the nonwhite (primarily black) completion role of each category: 85.1 percent as opposed to 68.4 percent completing eight years, 56 percent as opposed to 33.6 percent completing high school, and 15.3 percent as opposed to 7.1 percent completing four or more years of college.

In 1969, the income of about half (49.9 percent) of the State's families was between $10,000 and $24,999, with median family income standing at $11,063. However, the white family median income was significantly higher than the nonwhite (primarily black) family income ($11,635 as against $7,798).

In 1970, 76.6 percent of all males fourteen years of age and older were considered to be in the labor force, while 42.3 percent of the State's females of the same age were in the work force. The unemployment rate was two percent for males and 1.7 percent for females, with a higher unemployment rate among the nonwhites.

Population in local political subdivisions ranges from 16,000 to over 600,000, with nine counties under 25,000 population, eight between 25,000 and 100,000, and seven over 100,000, including Baltimore City with a population of 905,759. All counties under 60,000 are in the non-metropolitan areas of the State.

Sources

Maryland State Planning Department, *The Population of Maryland: Projections to 1980* (Baltimore: July, 1967).

Regional Planning Council, *Memorandum re 910.310 Files* (Baltimore: November, 1971).

U.S. Bureau of the Census, *1970 Census of Population: General Population Characteristics/PC(1)-B22, Maryland* (Washington: GPO, 1971).

U.S. Bureau of the Census, *1970 Census of Pupulation: Number of Inhabitants/PC(1)-A22, Maryland* (Washington: GPO, 1971).

U.S. Bureau of the Census, *1970 Census of Population: General Social and Economic Characteristics/PC(1)-C22 Maryland* (Wshingtom: GPO, 1972).

III. MARYLAND LIBRARIES: CURRENT STATUS AND IDENTIFICATION OF NEEDS

The purpose of this section is to provide background information on the current status of library development, to describe briefly recent activities that have influenced the plan, and to identify needs to be addressed in the plan.

A. The State Library Agency

Legal Status of the State Library Agency

The State library agency in Maryland is the Division of Library Development and Services, a unit of the State Department of Education. The responsibility of the State for library development, the responsibility of the State Board of Education and the State Department of Education, as well as "powers and duties" of the Division of Library Development and Services, are outlined in the law. The revised law, enacted in 1971 broadens the duties and responsibilities of the State and spells out responsibilities for programs in which the library agency was already engaged.

The following sections of the *Annotated Code of Maryland* are pertinent to any discussion of State objectives, plans, and programs:

Article 77, Chapter 16, *Public Libraries*, Sec. 162, *Policy*

Public library resources and services are essential components of the educational system. They stimulate awareness and understanding of critical social issues, and assist individuals in reaching their highest potential for self-development. The State of Maryland, in collaboration with the counties and Baltimore City adopts the policy to continue the orderly development and maintenance of library facilities and services throughout the State. The State encourages and supports the development of coordinated programs

and services with other libraries and institutions that will provide the widest possible access to the library and information resources of the State and insure more effective and economical services to all library users.

Sec: 163, *Powers and Duties of State Board of Education*

The State Board of Education shall exercise general direction and control of library development in the State. The Board shall exercise the following powers and duties:

(1) Make such rules and regulations as may be necessary for the administration of this subtitle:
(2) Adopt, pursuant to a consideration of the recommendations of the Advisory Council on Libraries, library policies and procedures for the statewide system of libraries;
(3) Consider the library needs of the State and recommend to the Governor and the General Assembly legislation or changes in legislation as deemed desirable; and
(4) Report annually to the Governor and the people of the State on the support, condition, progress and needs of libraries.
(5) Accept for the State of Maryland any appropriation of money and/or materials for any library purposes which may hereafter be made from the federal treasury or from federal property, by an act or acts of the Congress of the United States, or pursuant thereto, or from any other source. The State Board of Education is hereby constituted the agency for the expenditures and administration of any such funds or materials.

All such moneys received by the State shall be deposited in the State treasury. The Treasurer shall receive and provide for the custody of such moneys, and shall make disbursements therefrom for the purposes of this subtitle in the same manner as he disburses other funds for the State Department of Education.

Sec: 166, *Division of Library Development and Services -- Powers and Duties*

Under the general direction of the State Board of Education, and subject to its approval, the division of library development and services shall have the following powers and duties:

(1) To provide leadership and guidance for the planning and coordinated development of library and information service in the State;
(2) To develop statewide public library and school library services, and library networks, resource centers, and other arrangements as will meet the library and information needs of the State;
(3) To provide professional and technical advisory services to public library and school library officials, to State government agencies, and others for the purpose of improving library services for the State;

(4) To collect library statistics and other data; to identify and provide for needed research and studies of library needs; and to publish and disseminate findings in these areas;
(5) To coordinate library services with other information and educational services and agencies;
(6) To administer federal and State funds appropriated to it by the State for library purposes provided for in this subtitle;
(7) To develop and recommend professional standards and policies for libraries;
(8) To establish requirements and procedures for the certification of librarians and other library personnel operating under this subtitle:
(9) To provide specialized library service to the visually and/or otherwise physically handicapped persons throughout the State, and to develop other specialized library services as desirable;
(10) To render encouragement, advice and assistance for the establishment, operation and coordination of libraries at State institutions and agencies; and to administer the operation of library and information services for the Department of Education;
(11) To promulgate guidelines for the administration of public libraries and to make recommendations to the State Board of Education in regards to rules and regulations to implement the provisions of this subtitle;
(12) To perform all other duties necessary for the proper operation of the library division.

The law also charges the State library agency with responsibility for standards, criteria, evaluation, and determination and justification for funding requests for the regional resources centers, metropolitan cooperative services programs, and the State resource center, discussed later in the State Library Network section of this plan.

The new library law (1971) is the result of recommendations of a two-year study of the Governor's Commission to Revise the Library Laws. The report is a planning document and full implementation of its recommendations is a major goal of the State library agency. This goal includes specifically full State funding of the State Resource Center, Regional Centers, and Metropolitan Cooperative programs. It also includes the enactment of legislation to increase State support for public libraries discussed elsewhere in the plan.

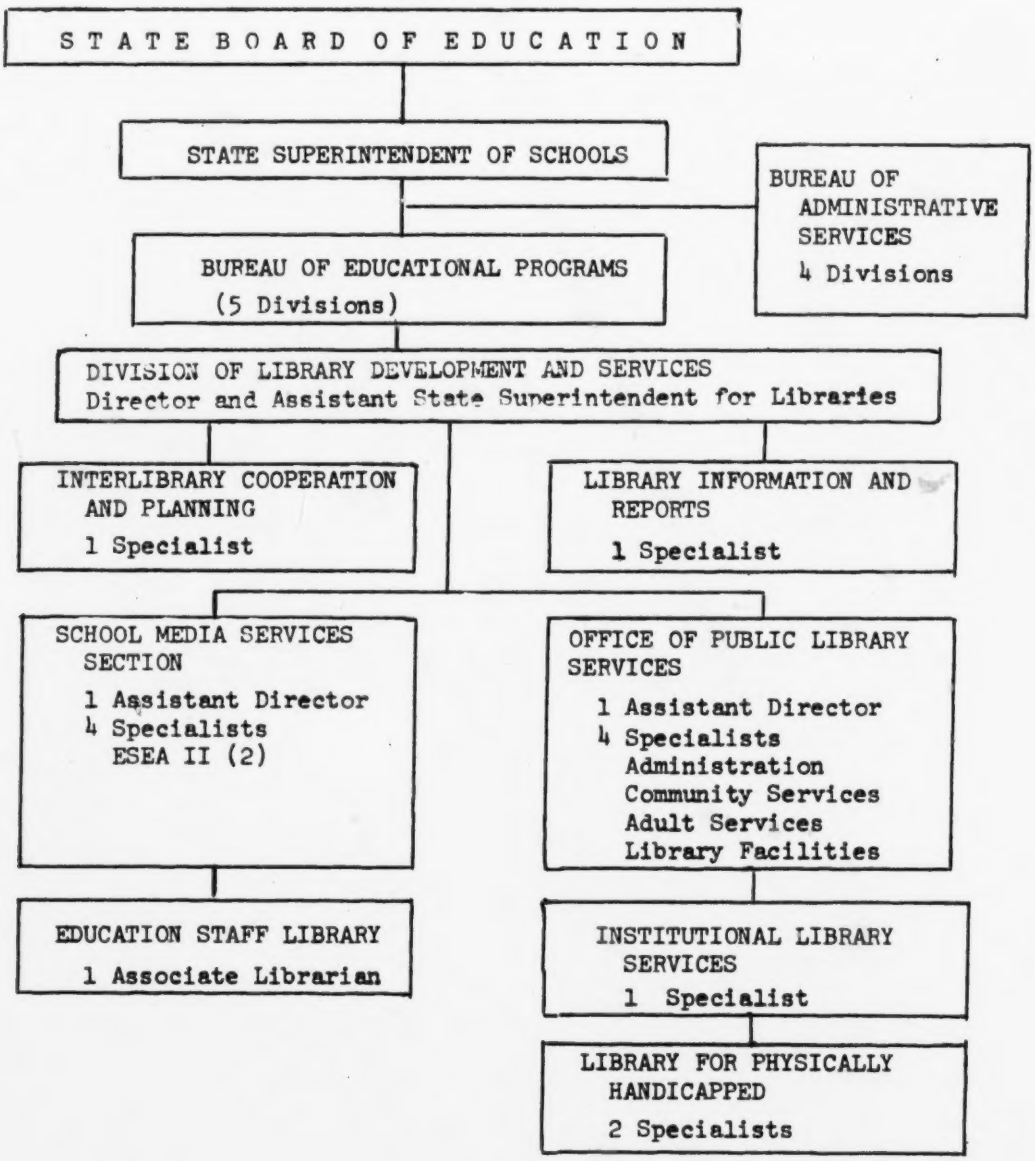
Organization and Programs of the State Library Agency

The State library agency is primarily a library development unit. There is no comprehensive State library collection. The State library function of interlibrary loan and reference service is handled by a contract with the Enoch Pratt Free Library. The library agency operates the State Library for the Physically Handicapped and the staff library for the Department of Education. The State library agency operates within the policies and procedures established by the State or the Department of Education. It has control over its own budget and the assignment of staff responsibilities. Position classification, salaries, and other personnel policies, as well as budgetary control, are matters of State policy within these constraints. The attached organization chart of the Department of Ecucation outlines staff and organization responsibilities. In actual fact, staff specialists regularly cross section or type-of-library lines as their special compentencies contribute to and are needed by other units in the library agency.

Section IV of the plan contains the specific objectives and activities designed to give impetus and direction to the programs.

MARYLAND STATE LIBRARY AGENCY

ORGANIZATION CHART



Relationships with Other Agencies and Groups

The State library agency maintains planning and working relationships with academic and special libraries as well as with public, school, and State institution libraries. Some examples of such relationships follow.

The library agency is represented on the Library Technical Committees of the Baltimore Regional Planning Council and the Council of Governments of Metropolitan Washington and on the Library Committee of the Maryland Council on Higher Education. Library staff are active members in professional associations such as Special Libraries Association, Maryland Library Association, and the School Media Association of Maryland. Staff are involved in the planning and the other activities of the State Department of Education. Through these activities the State library agency is aware of the needs, problems, and plans of other library units. Joint planning and several cooperative projects have developed:

(1) *The Subject Area Strengths and Special Collections in Maryland Libraries* is a joint publication of the Division of Library Development and Services, the Maryland Council on Higher Education, and the Baltimore Chapter of the Special Libraries Association. The State library agency participated in planning, staff effort, and funding.

(2) College library data will be incorporated into the annual library statistical report published by the library division.

(3) A *Guide to U.S. Government Documents* in the State was published by the University of Maryland with the assistance of the Division.

(4) The Division has conducted or sponsored conferences on such topics as CATV, management, and government documents; these were attended by librarians from all types of libraries.

(5) The Division supports, through Federal funds, a position of Library Planner on the Baltimore Regional Planning Council staff. One of the responsibilities of this position is to supply census, research, and other planning data for library planning in the area.

At local and regional levels, planning and discussion of common problems and interests have been undertaken. Cooperative school-public library service has been cautiously explored in several localities. Considerably more sustained effort in discussion and planning is needed. Additional information about current needs may lead to a firmer basis for further meaningful and sustained cooperative activity at the local level.

Identifying Needs of the State Library Agency

During 1971 the State library agency developed broad goals and objectives for itself. These goals (See page 30) focus on users - on people and not libraries or institutions.

At the present time most of the information normally collected about library services records the resources of the institution: staff, collections, budgets, and facilities. This "input" data does little to help determine who the users are, what their needs are, whether needs are being met, and whose needs are unserved and why. Little attention has been given to looking to the future or to the library's role in it.

Little planning at the State or local level has been based on an analysis of how well libraries are meeting needs and what can be done to improve service in order to meet them. The Consad study report, *Library Cooperation in Metropolitan Baltimore: A New Approach to Determining Library Locations and Services*, emphasizes the need for planning and for a planning process that will tell us where we are and help set specific goals and objectives for arriving where we want to be. National standards and the goals and objectives

adopted by the Division are too broad, too general, and too elusive to be of much direct assistance. What is needed is a plan for planning - a way to collect and analyze information, to discover weaknesses in services, to identify users not being served adequately, and to develop specific objectives and activities to solve these problems. This kind of an approach to improving library service is needed in all types of libraries.

One of the objectives of the State plan is concerned with the development and implementation of a planning process in each public library system in the State. This planning effort will require staff assistance from the Division of Library Development and Services, training and staff development at the local levels, and assistance from other groups and specialists. The planning process must include the collection and analysis of existing information about library services; it must involve reaction, feedback, and suggestions from our many publics and potential publics; and it must consider the present and future social setting of the library. It must also analyze trends and changes which will affect library services and client needs and interests.

The State library agency will be most useful in meeting Statewide needs if the kind of firm information on local library systems, which leads to the development of objectives and programs is made available.

B. Public Libraries

Current Status

Public library systems, established under the providions of the State library law, exist in all of Maryland's 24 political subdivisions. All qualify for State financial aid for operating costs and construction of library buildings. The financial aid formulae pegged at a minimum annual guarantee of $1.80 per capita is based on the relative wealth of the county

compared to wealth of the State, thus providing a degree of equalization. The low level of support of the foundation program has caused all counties to provide additional local funds for library operation so that actual local budgets for libraries range from $37,300 to $6,000,000. (See Appendix for Public Library Statistics by Region.)

The rapid growth in public libraries during the past ten years is indicated in table below.

Maryland Public Library Data 1961 - 1971

	1961	1971
POPULATION	3,168,858	3,950,200
Number of Library Systems	24	24
RESOURCES		
Number of Library Outlets	108	146
Number of Bookmobiles	26	33
Number of New Buildings	---	51
Number of Books and Materials	3,258,350	7,534,386
Number of Staff	893	2,057
Operating Budget	$5,268,831	$21,193,565
LIBRARY USE		
Materials Borrowed	11,697,299	21,564,149
Reference and Information Questions	Unknown	Unknown
Persons Visiting Libraries	Unknown	Unknown
Registered Borrowers	Unknown	Unknown

A network of cooperative activities exists among public libraries. In addition to the activities outlined below in the State Interlibrary Network, there are two regional systems operating as single administrative units: the Kent-Caroline Public Libraries, Incorporated and the Southern

Maryland Regional Library Association. A centralized ordering and processing center, administered and operated through the Wicomico County Public Library, serves 19 of the 24 library systems through ordering, processing, and delivery services at a current cost of $1.20 per volume. In 1971 the center handled 92,579 items.

In 1970 and 1971 the State library agency increased its efforts to stimulate and develop public library services to the disadvantaged and other non-users of present services. The employment of a staff specialist with full time responsibility for this program; the subsequent initiation of a detailed Library Community study in Garrett County, an Appalachian county; the sponsorship of a series of workshops; and the development of special projects in several libraries have characterized State activities. In 1971-72, $185,000 in LSCA funds was allocated to three public libraries and three State institutions for special library projects for the disadvantaged. C teria for the projects include the involvement of local residents in the planning and implementation of the programs.

Improving local public library services through other direct activities has been a continued objective of the Division of Library Development and Services. Programs of its Office of Public Library Services have covered: (1) a wide range of manpower and staff development projects, including scholarships, recruitment, and training grants; and a sustained project of research and inservice training for non-masters degree librarians who render service to the public; (2) planning and assistance in determining building needs and the development and implementation of plans for needed library facilities; and (3) assistance in developing local inservice training programs and improving adult services generally.

Identifying Needs

Considerable data about public library use have been collected over the past several years.

The massive public library user survey (Bundy's Study), conducted in the Baltimore-Washington metropolitan area in 1967, elicited responses from over 21,000 adults. Its findings, though significant, have not been analyzed or utilized by the local participating systems. Although the overall findings reveal that the majority of users are satisfied with their library services, the professionally employed adults, who make the largest use of the library for job purposes, have indicated the lowest percentage of satisfaction. The evidence indicates that libraries respond less than satisfactorily to requests for specific items of information.

The study also reveals that persons of less than college-level education, not employed in professional or managerial occupations, form only a small percentage of libraries' clientele.

Library user studies in Garrett County and on the Eastern Shore confirm the same analysis.

The metropolitan library user data, as well as other national studies, confirm the fact that the public library provides better services for the average general reader than it does for those persons whose needs are for specific specialized information of an advanced nature, or for those who are economically and educationally disadvantaged and whose needs may be for special materials and services of a non-traditional nature. Evidence indicates that programs to reach and serve these groups must be continued and strengthened while better data are being sought for use in developing and evaluating programs.

Financial support for public libraries has increased throughout the years. The average Statewide per capita expenditure during FY 1970-71 was $5,37. The State aid for operating is minimal and contributes a very small share to the operating costs.

The Governor's Commission to Revise the Library Laws found that the minimum program of $1.80 per capita of State-local support for library operation was insufficient to provide adequate library services. It recommended that the percentage of State support be raised from 30 percent to 50 percent, and that the minimum program be increased from $1.80 to $3,00 per capita.

The report also identified the need for improvement of the formulae for State aid for public library construction.

C. State Interlibrary Network

The State library network is designed to provide all citizens easy and convenient access to the specialized library resources they need. The term "network" is used here in its broadest sense; it includes, but is by no means limited to, the interlibrary loan network. Moreover, the network is a comprehensive linkage of other types of library services as well.

Current Status

Historically, the network began with voluntary agreements among public library systems at local and regional levels for reciprocal borrowing privileges and the establishment of area library centers; it was later aided by the State contract with the Enoch Pratt Free Library for Statewide reference and interlibrary loan services; and it was further improved by the use of Library Services and Construction Act funds. In 1971, the network concept which had evolved from

these programs was enacted into law. The 1971 revision of the public library laws provides that the central Enoch Pratt Free Library shall be the State resource center, open and available to all residents; that regional resource centers created under conditions established by the State may be funded by the State; and that Metropolitan cooperative library programs may be initiated and funded by the State. Through the development of the network concept have come other arrangements in lending, staff development, and consultant services, designed to improve the delivery of needed resources and service . The network, in short, is a planned recognition of the need for "interdependency."

Existing network components and some facts about them follow:

(1) Adoption in 1968 of a Statewide reciprocal library use agreement provides that any individual may use his local library card in any public library system in the State.

About 60 percent of the adults in the Bundy Study know about the arrangement, and 10 percent of the users interviewed were non-residents; in 1971, the Enoch Pratt Free Library County Services Department reported that they handled over 220,000 items that had been returned to a library system other than the one from which they were borrowed; County residents borrowed 128,930 items directly from Pratt Central.

(2) Regional (area) libraries, developed with Library Services and Construction Act funds, strengthened three existing public libraries to serve as regional resource centers (Eastern Shore, Southern Maryland, Western Maryland) to supplement resources and services of existing county libraries in the regions. Local library headquarters, area centers, and Pratt Central are connected by teletype for interlibrary loan requests and other

services. In 1971, area libraries circulated 16,934 volumes; Eastern Shore Area and Western Maryland Area Libraries filled over 50 percent of specific interlibrary loan requests with the remainder transmitted to Enoch Pratt Free Library. Full data are not available on Southern Maryland Regional Library.

(3) Interlibrary loan and reference services were supplied by Enoch Pratt Free Library by contract with University of Maryland Library as backup for unfilled requests at Pratt.

In 1971, Pratt Library:	Processed	57,00 requests
	Circulated	24,048 materials
	Circulated	4,231 xerox materials
	Circulated	17,026 films
	Referred	8,551 requests to University of Maryland Library
University of Maryland	Filled	3,325 requests

(4) In 1970, over 71,000 requests were handled through the regional and State interlibrary loan network. In 1971, a user satisfaction survey was undertaken. Approximately 1064 users of the interlibrary loan service were queried by mail; 488 returned the questionnaires Of these, 79.3 percent said information provided was what they needed, 85 percent said material was received in time to be of use, 31 percent received material in less than a week, and 48 percent in less than two weeks.

Identifying Needs

The specific weaknesses in the present interlibrary loan network are in the kinds of materials available in very limited supply. The lending of 16 mm educational films was the fastest growing part of the network until their use had to be curtailed by Pratt and monthly quotas established for each county library system. The lending of other audio-visual materials is not a part of the Pratt network, although some

materials are now becoming available through the regional centers. As people will increasingly want and need information in other than printed form and as new technology makes possible other more effective means of transmitting information (such as CATV, dial access, etc.), there must be some plan to explore alternative means of improving the delivery of information as well as in fully utilizing the various kinds of information resources currently available.

D. School Media Services

Current Status

The development of school media services is a responsibility of the State library agency and is carried out in close cooperation with other units within the State Department of Education. The staff of the School Media Services Section has directed their activities toward establishing unified media programs at the building and system levels.

In working with staff of the local school systems, the focus has been on strengthening media programs which will aid in facilitating the learning process. There is tremendous diversity in the numbers and types of programs and in the kinds of students using the existing school media centers. Also, a wide range of curricula designed to motivate and meet the differing aims, abilities, and desires of this group's needs exists. As the literature and experience indicate, the vast number of students using these facilities learn in different ways. Therefore, the media center must provide information in all available formats.

A survey conducted by the Division of Library Development and Services in 1971 revealed that school library/media centers exist in 1,188 public schools or approximately 93 percent of the public

schools in the State. This indicates that administrators, teachers, students, and parents are becoming aware of the importance of media services in the school's instructional program. The average expenditure for library material in 1971 was $3.61 per pupil. Since 1965, $8,199,000 in Title II, Elementary and Secondary Education Act funds have been expended by the local school systems. This amount of money has provided for the addition of 1,775,000 items of print and nonprint materials to school media collections. The expenditure figure and additional items do not reflect the efforts made by the local agencies.

Of the 24 local school systems, 12 have provided full time school media supervisors and system-level services to support school media programs. There are 948.5 school media personnel employed throughout the State.

Besides the field services activities of the School Media Services Section, four major projects were completed this year. *Criteria for modern school media programs*, Maryland State Department of Education, 1972, is the result of two years of intensive work by a committee representing all segments of the media community. These *Criteria* are designed to aid local schools in the development of their media programs. Its focus is directed toward meeting identified needs of students and teachers.

Two of the priority programs established by the Department of Education are the improvement of reading abilities and the improvement of ethnic and racial attitudes. These two priority items have been reflected in programs and activities of the Division. The ESEA Title II State Plan has been revised to focus on the improvement of school media

resources to meet these and other identified priority needs. A library division task force has just completed a report titled *Guidelines for the Evaluation and Selection of Materials on Ethnic and Cultural Minorities*. Currently, a listing of selection sources is being compiled to accompany these *Guidelines*. Upon approval by the Department of Education, the implementation of this report will be the responsibility of the school media staff.

New certification regulations have been written. Several hearings have been held and the proposed regulations have been mailed to media persons throughout the State. Their responses have been tabulated and indicate their support. The regulations stress competencies and not course requirements.

The writing of the *Guidelines for the Selection and Use of Audio-visual Equipment* has been the responsibility of a committee formed by the School Media Services Section. During a summer workshop, the "Selection" section of the *Guidelines* was completed and plans were made for the "Use" portion. The "Use" section is nearly ready for final editing and printing. Upon completion, this section will be added to the first section which is bound in a loose-leaf notebook.

The School Media Services Section is also responsible for the administration of the Professional Materials Center. This Center provides media services to the professional staff of the divisions within the State Department of Education. Occasionally services are provided to other individuals or groups, but the major intent is to provide materials for staff utilization.

Identifying Needs

Among the identified needs is the continual emphasis on the importance of supervisory staff at the local system level. These professional persons are needed to provide leadership and sustained attention to assuring that school media resources and services, in each school are meeting the needs of the students and the instructional program. Another area of concern is the acquisition and equitable distribution of media materials and service. In addition to these needs, the school media staff have identified the following subjects which need further investigation:

(1) Obtaining greater understanding of learning theories and their implications for school media services

(2) Collecting, analyzing, and disseminating information relative to school media services

(3) Doing more cooperative planning between the State Department of Education. local school agencies, institutions training teachers and media personnel, media-oriented associations within the State of Maryland, and national association advancing the media center concept

(4) Serving as a point of origin for proposals for needed research

(5) Assessing the services and materials which are desired by the professional Staff of the State Department of Ecucation.

E. Serving the Institutionalized

Current Status

Reports in 1971 indicate that a total of $139,000 was expended by State agencies and State institutions in providing library services

to inmates, patients, juvenile offenders, and other residents of State institutions. There are 35 State institutions with a total population of 23,093.

Recent studies have outlined library resources needed in the institutions and at the agency level in the Department of Health and Mental Hygiene. A study of the adult correctional institutions is being planned. National emphasis is currently being given in judicial and correctional circles to the need of prisoners for more rehabilitative programs, including libraries and legal materials.

In Maryland, under the auspicies of the State library division, an inter-agency committee is developing a recommended Institutional Library Career Series for the establishment of library positions in the State institutions and agencies. Progress has been made in recent years as new materials and staff training programs for institutions have demonstrated that inmates do use library services when they are available and when the materials meet their interests and reading abilities.

Identifying Needs

The magnitude of the needs in comparison to the available resources of materials and staff services is staggering. The difficulty in determining specific priority objectives and activities is the decision as to what activities will serve best to move the program forward on a sound basis.

An activity that would provide more information on user needs and would develop institutional program objectives that library services could help meet might assist in gaining financial support for improvement.

Emphasis on the need for strong staff leadership at the agency level should continue.

F. Library Services to the Blind and the Physically Handicapped

Current Status

The Library for the Physically Handicapped served 3050 users last year, circulating a total of 100,900 items including talking books, tapes, cassettes, and magazines. In addition to serving its registered talking book readers, the Library served 500 readers of cassette books, 2444 magazine readers, and 300 large print book users. The Library has expanded its services to students through the help of a corps of volunteer readers to record special materials on tape for student use. The Library has begun to purchase recordings of musical, spoken arts, and juvenile titles not available through the Library of Congress.

The Library has made remarkable progress in expanding its services and in acquiring new readers. It has received State financial support and excellent cooperation from libraries and institutions across the State.

Identifying Needs

In setting objectives, it is time to try to pinpoint weaknesses in the service: user needs that are not being met and eligible persons who are not being reached. Serving students should undoubtedly be one of these. Conferences and interviews with individual members of the advisory committee may give further insights and new ideas for improving services in a more individualized way.

IV. GOALS, OBJECTIVES, NEEDS, AND PROGRAMS

The mission, goals, and objectives for library development represent the professional beliefs of the staff and reflect the scope of responsibility in the State law. In formulating the goals and objectives, the primary considerations were the needs of the clientele, actual and potential, as projected through studies, surveys, and professional expertise. Program activities reflect not only a broad objective but include elements of related functional objectives and are based on the immediate needs of the library publics.

A. Needs Assessments

The following is a summary of assessed needs:

(1) To develop a planning and evaluation process for the Division of Library Development and Services and local library systems;

(2) To identify future trends in Maryland and to determine their implications for library services;

(3) To develop significant cooperative programs that will improve service to all users;

(4) To coordinate library services to users of all types of libraries;

(5) To establish and fund Regional Resource Centers, the State Library Resource Center, and Metropolitan Cooperative Services Programs to implement the new law;

(6) To involve a wide representation of citizen, professional, and lay groups in determining future library services;

(7) To provide increased opportunities for continued education and staff development;

(8) To increase State and local financial support for public libraries;

(9) To determine how well public libraries are serving specific adult groups;

(10) To improve school media services at the system level;

(11) To reach disadvantaged persons with needed library and information services;

(12) To reach more eligible blind and physically handicapped persons with library services;

(13) To have an official plan of action for the development of library services in State institutions;

(14) To assist in the improvement of reading abilities;

(15) To provide adequate library/media facilities to serve the residents of the community or the institution;

(16) To make films and other audiovisual materials available throughout the State;

(17) To provide assistance in the selection of materials to improve racial and cultural knowledge and attitudes; and

(18) To remove barriers which hinder access to specialized information.

B. Goals and Objectives

The Division of Library Development and Services has established five goals around which the objectives have been organized. This framework of supportive information provides justification for the development of program objectives. The attempt has been made to make all statements of goals and objectives user-oriented.

Built within each objective statement is the needed flexibility upon which a sound program can be built. The objectives are clearly stated; however, the planner is not restricted to one course of action. It was felt that a vital ingredient in this State plan

should be alternative ways of meeting any one given need. After studying the matrix (p.35), one can readily see that the program objectives provide for alternative ways of achieving services to meet Maryland's library needs.

The matrix shows the correlation between the needs assessment statements (p.29) and the program objectives (p.37). A large percentage of the State's needs are being addressed, at least in part, by several of the programs.

As programs become operational, a more complete inventory of needs will become apparent; i.e., those which are not specifically indicated in present program statements. This flexibility permits changes as new situations arise. New programs can be designated to aid in fulfilling changed or added demands.

Goals and Objectives: Division of Library Development and Services

Client-Oriented Goals and Objectives

Goal 1: To ensure that all residents of the State have library and information services that will meet individual and community needs.

Objectives:

1.1 To ensure that all students in Maryland have the library/media resources and services needed to support educational and individual objectives.

1.2 To ensure that all children, young adults, and the aged have library services that will meet their individual and group needs;

1.3 To ensure that the visually and physically handicapped residents of the State have specialized services to meet their Library and information needs;

1.4 To ensure that those confined to State institutions have library services to support the achievement of their educational, rehabilitative, and individual objectives;

1.5 To ensure that those who are educationally, economically, or otherwise disadvantaged have library and information services to meet their needs;

1.6 To ensure that all library users have access to specialized library resources through a planned, coordinated, Statewide library network.

Function and Management-Oriented Goals and Objectives

Goal 2: To ensure that the Division of Library Development and Services provides effective leadership for planning and coordination in the development of library and information service in the State.

Objectives:

2.1 To ensure the involvement of libraries, educators, the public, and other agencies in the development of plans for library service in the State;

2.2 To identify current and emerging issues and trends and assess their impacts on the role and services of libraries;

2.3 To ensure that library needs are continuously analyzed and that plans are formulated to meet those needs;

2.4 To ensure that library research and evaluation programs are undertaken to guide in the development and implementation of effective library services;

2.5 To ensure the coordination of Division planning and activities with those of other divisions of the State Department of Education and with priorities of the Department;

2.6 To ensure the development of coordinated plans at State, regional, and local levels to meet the needs of all citizens;

2.7 To ensure that library laws are adequate for the achievement of library objectives.

Goal 3: To ensure that library and information services and resources are adequate to meet needs.

Objectives:

3.1 To ensure the implementation of plans at all levels that will accomplish library objectives'

3.2 To stimulate the development of innovative and experimental services and organizational patterns that will lead to improved services;

3.3 To ensure that all library resources in the State are accessible (either directly or through a network) to every citizen in the State;

3.4 To provide for the development and adoption of standards, guidelines, and policies that will further the improvement of library services in the State.

3.5 To ensure that every citizen has a conveniently accessible library facility adequately designed and equipped for his use.

Goal 4: To ensure an effective program of information and communication on library services in the State.

Objectives:

4.1 To ensure that library goals, needs, accomplishments, and progress are communicated to the residents of the State;

4.2 To provide a forum for the exchange of ideas and information between librarians, community groups, educators, and staffs of educational and social agencies on library matters;

4.3 To ensure that all residents of the State have information on library services available at the local, regional, and State levels.

Goal 5: To ensure that the library/media education programs meet the manpower needs of the State.

Objectives:

5.1 To ensure that continuing education in the field of librarianship is available to library personnel in the State;

5.2 To ensure that the Division of Library Development and Services staff continue developing knowledge and understanding of new trends in education, technology, and library service and the abilities to apply those skills to the improvement of library and information services in the State;

5.3 To ensure that certification requirements are based on changing library and information needs.

MATRIX: NEEDS AND PROGRAM OBJECTIVES OF THE DIVISION OF LIBRARY DEVELOPMENT & SERVICES

PROGRAM OBJECTIVES		NEEDS: 18. Remove barriers hindering access to information	17. Assist in selection of materials to improve racial and cultural attitudes	16. Distribute audio-visual materials	15. Provide library/media facilities	14. Assist in reading programs	13. Plan for institutional library development	12. Reach blind and physically handicapped persons	11. Reach disadvantaged persons	10. Improve school media services	9. Determine program effectiveness	8. Increase financial support	7. Provide inservice training	6. Involve advisory groups	5. Establish regional centers	4. Coordinate library services	3. Develop cooperative programs	2. Identify future trends	1. Planning and evaluation process	
1.1	By 1975, each student and teacher will have available, in his school media center, materials which promote understanding of cultural and ethnic minorities, with emphasis on the Black, and will be able to use these materials to his best advantage.	X	X	X						X	X		X	X			X		X	1.1
1.1	By September 1977, students and teachers will have available in their school media centers a sufficient variety and quantity of materials to stimulate their desire to read, and they will have easy access to these materials.					X				X	X		X						X	1.1
1.2	To ensure that children, youth and adults have library services that will meet individual and group needs.	X		X		X	X	X	X	X	X		X			X	X		X	1.2
1.3	To ensure that visually and physically handicapped persons have specialized services tailored to their library and information needs.			X				X		X				X			X		X	1.3
1.4	To ensure that those confined to State institutions have library services to support the achievement of their educational, rehabilitative, and individual objectives.						X		X	X	X					X	X		X	1.4
1.5	To ensure that those who are educationally, economically, or otherwise disadvantaged have library and information services to meet their needs.	X		X	X	X			X				X				X	X	X	1.5
1.6	To ensure that all library users have access to specialized library resources through a planned, coordinated, Statewide library network.	X		X				X	X	X	X	X			X	X	X	X	X	1.6
2.6	To ensure the development of coordinated plans at State, regional, and local levels that will meet library and information needs.			X						X	X	X	X	X	X	X	X	X	X	2.6
2.7	To ensure that library laws are adequate for the achievement of library objectives.			X							X	X						X	X	2.7
3.5	To ensure that every citizen has a conveniently accessible library facility adequately designed and equipped for his use.	X		X	X					X	X	X				X	X	X	X	3.5
5.1	To ensure that continuing education in the field of librarianship is available to library personnel in the State.										X	X	X				X		X	5.1

C. Priority Programs

The programs specified are methods by which the first steps can be taken so that needs can be met and objectives can be reached. Each activity will be monitored and evaluated according to achievement strategies and effectiveness in relation to the objectives.

It should be noted that program activities stress library and information needs of people rather than types of libraries or institutions. The programs are those needs which will be addressed in the immediate future and will be revised, modified, and/or expanded as continued planning, evaluation, and development proceeds. The following section is arranged by cooperative objective programs, client-oriented objectives, and management objectives.

Each fiscal year, budgetary providions will be made for the individual programs; funds, timetables, and other resources will be specified. Financial support and the achievement strategies will depend upon the availability of funds.

The format used for the programs; i.e., specific objectives, rationale, status, and strategies, is a format advocated by the Maryland State Department

Coordinating Plans for Libraries

2.6 Objective

To ensure the development of coordinated plans at State, regional, and local levels that will meet library and information needs.

2.6.1 Specific Objective

To explore areas of common concern and to develop cooperative and coordinated programs among libraries of different types that will provide enriched or new services.

Rationale and Current Status

The network objectives outlined elsewhere in the plan are one important aspect of coordination to meet specialized needs; many other avenues need to be explored and experimented with to improve services cooperatively. Among the areas of common concern identified by the State library agency and advisory committees are CATV, automation and technical services, school-public library services, educational technology and utilization of a range of audio-visual materials and equipment, community information and referral services, and management principles. State-sponsored workshops and conferences in 1971-72 have been devoted to discussion of these topics, and several planning and advisory committees are working on ways to improve understanding and to develop projects and programs.

In addition, in 1971-72, five experimental interlibrary cooperation projects were funded from LSCA Title III and matching State funds.

Three of these were regional projects:

(1) To develop and service an area resource of 16 mm films on the Eastern Shore for shared use by academic, public and school libraries and their clientele;

(2) To develop cooperative use of electronic videotape equipment and materials among all types of libraries in three counties in Western Maryland;

(3) To pool area library resources and to provide daily truck delivery to facilitate an interlibrary loan system in Southern Maryland.

The fourth project involved cooperative school-public library programs for children and cooperative inservice training programs for staff in Baltimore County.

The fifth in Baltimore City, developed by the Enoch Pratt Free Library, the Board of Ecucation, and the Model Cities Program, was designed to make available in an inner city branch of the public library the television program *Community High School*, a program of instruction for high school equivalency certificates. The program included extra videotapes, tutorial assistance, and the provision of supplementary materials.

Achievement Strategies

1. In 1973, present programs of interlibrary cooperation will be evaluated.
2. In 1973, the State library agency will develop a background paper on school-public library cooperation with suggested guidelines and criteria for planning and exploration.
3. In 1973, the State library staff will provide for a discussion of school-public library cooperation in at least three regional or State meetings.
4. At least three conferences about topics determined by an interlibrary cooperation advisory subcommittee will be held in 1973 for librarians from all types of libraries.

5. In 1973, statistical and other annual reports issued by the State library agency will include data and information from academic and other libraries; the Newsletter, *Library Keynotes*, will cover interlibrary cooperative activities.
6. Regional and local projects designed to provide experimental or innovative cooperative programs will be sought and funded to the extent that funds are available from federal and State sources.

Access to Specialized Library Resources

1.6 Objective

To assure that all Maryland citizens have easy, convenient access to specialized library resources that meet their information, reference, and research needs.

1.6.1 Specific Objective

To assure that special information needs are met through a planned coordinated Statewide library network.

Rationale

The New Public Library Law recommended by the Governor's Commission to Revise the Library Laws and enacted by the 1971 General Assembly provides for the establishment and State funding of a State library network. The objective of this legislation is to provide a coordinated network of library resources and services accessible to all citizens of the State to supplement the limited library collections of any individual library or system. Another objective is to provide for the administration and development of these programs by the Division of Library Development and Services.

The law specifically designates the Enoch Pratt Free Library's Central Library as the State Resource Center and authorizes State funds for its support; authorizes the establishment and State funding of regional resource centers in the nonmetropolitan areas of the State; authorizes State funding for metropolitan cooperative service programs; authorizes the State Department of Education to include in its annual budget requests such amounts as it deems necessary to support these programs."

The new programs will provide this network. County libraries and/or residents may receive materials and services not available locally from a regional center; regional centers will also provide staff training, advisory services, and other programs for the region.

Metropolitan cooperative services will encourage and allow support for cooperative ventures, such as joint film services, cooperative cataloging and processing, joint planning and use of library facilities, etc., thus improving services and gaining economies; as the State Resource Center the Pratt Central Library will be open to all residents of the State and will make available its vast collections of specialized information and research materials.

State Library Resource Center (Pratt Central)

Achievement Strategies

1. During FY 1973, criteria, policies, and procedures will be developed for the State Resource Center and implemented to the extent that State funds become available.
2. During FY 1974, the Enoch Pratt Free Library as the State Resource Center will be providing complete access to the resources of the Enoch Pratt Free Library as provided by the law and full State funding will be available for these services.
3. During 1974, an evaluation of direct use of Enoch Pratt Free Library Central services will be planned and completed.

Regional Library Resource Centers

Achievement Strategies

1. Before January 1973, three nonmetropolitan centers will be established under provisions of the law and criteria and standards approved by the State Board of Education with available State funding.
2. During 1972-73, each regional resource center will have developed a plan for assessing the client and local library needs that should be met by the regional resource center.
3. By July 1974, each center will have an approved, long-range, annual plan for meeting needs and evaluating services.
4. By July 1973, a planned program of improving resources and services will be developed.
5. By July 1974, existing policies and procedures will be reviewed and revised in light of study.

Interlibrary Loan Network

Achievement Strategies

1. During 1973, the printed guide to subject and special collections in the State will be revised and published.
2. By January 1973, a plan will be developed for the network to provide an adequate supply of films and other nonprint materials to meet user needs.
3. During 1974, a study of the interlibrary loan network will be completed to analyze the unfilled requests.
4. During 1974, a plan will be completed for meeting unfilled needs.
5. By September 1973, a pilot project will be planned and implemented with one local school system to meet specified needs of teachers and students through direct hookup with the network.

Public Information Services

Sub-Objective

To assure that the public has information about library resources and services available to them.

Achievement Strategies

1. In 1972-73, a series of news releases, radio programs, and other information regarding library network services will be produced and disseminated.
2. During FY 1973, a visual presentation on library services will be produced.
3. During 1974, the Maryland State Department of Education will publish and distribute to the public a brochure describing the services and resources available through the network and through other interlibrary cooperative projects.
4. By September 1974, a uniform Statewide public library borrowers' card will be issued by all library systems to make it easier for the public to take full advantage of the Statewide reciprocal borrowing agreement now in effect.
5. During 1973, a plan to inform personnel of schools, institutions, and other social and educational agencies, of network services will be developed.

Planning for Library Services

1.2 Objective

To ensure that children, youth, and adults have library services to meet individual and group needs.

1.2.1 Sub-Objective

To ensure that public library services and resources are adequate and appropriate to meet the diverse library and information needs of adults.

1.2.1.1. Specific Objective

By 1976, each public library system will have developed for implementation a long range and annual plan for meeting identified needs of adults.

Rationale

Public library systems in Maryland have not, as a rule, developed long range or annual plans for services based on a systematic analysis of needs and evaluation of present services. If the planning process at the Maryland State Department of Education level is to be effective ultimately, then it must have counterpart planning at the local level. The Division of Library Services with the help of other Maryland State Department of Education units will need to provide the leadership, the staff assistant, and its support to local libraries in order to achieve this end. The first strategies will be designed to provide information on the process, to stimulate and sell acceptance of the concept, and to develop and provide specific plans and assistance for a first step in collecting and analyzing information that will reveal present strengths and weaknesses in reaching and serving adult needs.

A library planner position is supported with federal funds and attached to the Regional Planning Council which serves Baltimore City and Anne

Arundel, Baltimore, Carroll, Harford, and Howard Counties. The planner is responsible for conducting and coordinating research and planning activities among the library systems of the Baltimore Metropolitan Region. The library planner will be involved in planning for library development at both the local and State level.

Achievement Strategies

1. During FY 1973, consultants and experts will be utilized to evaluate and formulate a planning and evaluation model for the State.
2. During FY 1973, a plan will be developed for analyzing current library users and nonusers in relation to the population of the area. The plan will be developed by DLDS Staff with the assistance of library planners and library educators. The plan will be published as guidelines for local library use.
3. During FY 1973, the plan will be tested in three library systems as a pilot program, evaluated and revised as necessary.
4. During FY 1974, the DLDS will have conducted four workshops in four regions of the State to plan, to collect, and to evaluate information.
5. During FY 1974, at least five library systems will have completed an analysis of present services and resources in relation to needs of the population.
6. During FY 1974, each public library system will have knowledge of the planning process and its capacity to develop longe range and annual plans.

Understanding Minorities - Human Relations

Maryland State Department of Education Objective

All students will have increased knowledge and increased acceptance of and respect for people who are of different ethnic or racial background as determined by appropriate criterion-referenced tests.

1.1 Objective

To ensure that all students in Maryland have the library/media resources and services needed to support educational and individual objectives.

1.1.1 Specific Objective

By 1975, each student and teacher will have available, in his school media center, materials which promote understanding of cultural and ethnic minorities with emphasis on the black and will be able to use these materials to his maximum advantage.

Concept of Purpose

It is apparent to all concerned - boards of education, administrators, teachers, students, and community groups - that the programs of most of our elementary and secondary schools lack an essential element. The missing factor is full and accurate information concerning the prominent role of all ethnic groups in the development of America, with special emphasis on the most ignored group - The Black Americans.

To remedy this conscious or unconscious ommission, we must recognize our obligation as educators to present to all children a factual and honest delineation of our nation's heritage. In this transitional period, we must accelerate our efforts in an intensified drive toward giving the contributions of all ethnic groups a legitimate place in the history of our nation and of the world. To be sure, objectivity and accuracy must be reflected in all subject disciplines.

Threrfore, there is an urgent and compelling need to provide a climate of learning and programs in which children can be helped to understand themselves and their environment and to understand and evaluate the relationships of various peoples and events to the past, the present, and the future.

From Rationale for Guidelines for Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition to Cultural and Ethnic Minorities.

The purpose of this objective is twofold: to provide for an evaluation of existing materials and to provide a mechanism which will insure that materials currently selected contribute to the achievement of the Maryland State Department of Education objective.

Current Status

During 1970, the State Board of Education directed that "The State Department of Education shall develop...criteria for use by local boards in evaluating and selecting instructional materials for schools which will insure proper recognition to ethnic and cultural minorities."

These guidelines have been developed by a committee, apporinted by Nettie B. Taylor, Assistant State Superintendent for Libraries, composed of representatives of seven local school systems, three Divisions in the Bureau of Educational Programs and one regional coordinator, and from the University of Maryland.

There are no existing objective evaluations of collections of materials to indicate whether or not they are adequate to insure proper recognition of ethnic and cultural minorities; nor is there any evaluation of the use made of materials which are in existence. There is informal, subjective evidence of a dearth of these materials, particularly as they relate to the blacks. In an evaluation of one ESEA II project, the lack of such materials was pinpointed as a major weakness.

It is a fact that in nine school systems where a large percent of the population is black, there is no staff member with the full time responsibility for the evaluation of materials.

Achievement Strategies, 1973

1. By August 1972, the *Guidelines for the Selection of Materials* will have been distributed to each Local Education Agency (LEA).
2. By September 1972, this Section will have prepared and distributed to each LEA a list of sources for the selection of these materials.
3. By November 1972, the *Guidelines* will have been discussed in depth with each regional group.
4. By January 1973, each LEA will have designated one staff member as having major responsibility in this area.
5. By March 1973, a tool will have been designed to evaluate the existing materials in each school.
6. By June 1973, LEA's will have been oriented in the use of the tool.
7. A plan will have been completed by 1973 for the production of a visual presentation which will point to specific criteria set forth in the *Guidelines* to determine how a student's behavior can be affected by the materials available to him. Such a presentation would be useful to school board members when they are being asked to adopt a selection policy and with lay groups, particularly PTAs, where selection policies are being interpreted to them.
8. By September 1973, a meeting will have been held to discuss the *Guidelines* with public library directors, and a plan of action for the utilization of the *Guidelines* in the public libraries will have been developed.

Reading

Maryland State Department of Education Objective

By 1977, 85 percent of all students will be able to use the communication skill of reading as determined by appropriate criterion-referenced tests.

1.1 Objective

To ensure that all students in Maryland have the library/media resources and services needed to support educational and individual objectives.

1.1.2 Specific Objective

By September 1977, students and teachers will have available in their school media centers a sufficient variety and quantity of material to stimulate their desire to read and will have easy access to these materials.

Concept of Purpose

That all students will be able to use the communication skill of reading at a level commensurate with their physical and mental abilities is a major objective of the Maryland State Department of Education in the 1970's. A possible deterrent to the achievement of this objective lies in the fact that there may be little emphasis on stimulating students to read. Former U.S. Commissioner of Education, James E. Allen, expressed this concern:

> "It must be recognized that for the majority who do acquire basic reading skills, there can also be a barrier which limits the fulfillment of their right to read. The barrier exists when the skill of reading is not accompanied by the desire to read. We fail, therefore, just as much in assuring the right to read when the desire is absent as when the skills are missing."

The desire to read is stimulated when students have available to them an abundance of materials in all formats at many levels of difficulty from which to select, and when they are allowed to use these materials freely and independently. In the experiments conducted in three schools in Maryland during the school year 1970-71, in which quantities of varieties of reading materials were provided and students given time to read, everybody did read material of his choice and skills did improve.

Current Status

Apparently little attention is being given to this aspect of the problem. Lay and professional groups throughout the State are insisting on courses in *methods* of teaching reading; many school systems are cutting their expenditures for books, periodicals, and audio-visual materials. In many elementary and secondary schools, stringent rules governing the use of materials by students discourage them from using what is available. Statistics on the quantities of material in each school in the State are available in the Division of Library Development and Services but there is no evaluation of the quality.

Characteristics of school media programs which contribute to the appropriate reading behavior of elementary and secondary school pupils have been developed and have been made available to all Local Education Agencies (LEA) in the publication *Criteria for Modern School Media Programs.*

Achievement Strategies

1. By June 1973, guidelines which interpret the characteristics of media programs which lead to the development of appropriate reading behavior of elementary and secondary school pupils will have been developed and made available to all LEAs.

2. By June 1973, each LEA will have been oriented to and will be engaged in plans for self-evaluation of media programs in its schools.
3. By June 1974, an assessment of school media programs to determine the extent to which they contribute to appropriate reading behavior of elementary and secondary school students will have been completed.
4. By June 1974, the School Media Section of the Division of Library Development and Services will have conducted at least one workshop for school media personnel in each of the four regions to assist them in the design of programs contributing to appropriate reading behavior.
5. By June 1974, 20 percent of ESEA Title II funds available to local school systems and for nonpublic schools will have been encumbered for materials which are relevent to reading needs and interests of elementary and secondary school students. Allocations of funds for this purpose will be made on the basis of the degree to which improvement of reading is a critical need in the school system.
6. By September 1973, the school media statistics collected in FY 73 will have been analyzed to determine what percent of the schools in the State meet the quantitative standards set forth in *Criteria for Modern School Media Programs*.

1.5 Objective

To ensure that those who are educationally, economically, and otherwise disadvantaged have library and information services to meet their needs.

1.5.1 Specific Objective

To assure the development of public library services and programs that will meet the needs of disadvantaged persons.

Rationale

Because it is known that disadvantaged youths and adults, whether because of low educational attainment, low level of income cultural difference from the majority, or geographic isolation, are users of the library to a very limited extent, a separate objective in this area is required.

The philosophy underlying this objective is not that the disadvantaged can be made more frequent users of libraries, but that library and information services designed to meet the special needs of the disadvantaged can help to decrease the magnitude and diversity of the social problems confronting them.

Research and experimental programs across the nation are trying to find the most effective ways to develop participation and to deliver services that make a difference. These necessarily involve mature interest/low reading level material that will provide books, records, and films for career and job skill development, reading, and communication skills development, recreation, and racial understanding. It is known that the planning of programs and services must involve the affected community, that different outreach methods of service and a variety of

nontraditional materials must be utilized, that any measurable progress will be slow.

It is the role of this Division to provide the leadership that will stimulate local public libraries to develop and to undertake special programs. This role can be most effectively exercised with the cooperation of other divisions in the Department of Education whose programs are focused on education of disadvantaged youths and adults and with other State agencies having objectives designed to serve this target group.

Current Status

In 1971, development of services to the disadvantaged was determined to be one of these priority objectives of the Division of Library Development and Services and the priority objective for local public library development. For the first time in 1971-72, Library Services and Construction were available for project grants to local libraries to develop services to identified specific disadvantaged groups. Criteria and guidelines for the projects were developed and disseminated, consultant service to local systems was provided, project applications were reviewed, and grants from Title I were made in March.

An LSCA Title III project grant was made to the Enoch Pratt Free Library in Baltimore City to implement a cooperative project with the schools and the Maryland Center for Public Broadcasting for library sponsorship of TV classes to prepare people for High School Equivalency examinations.

A local community self study of library needs in Garrett County, a county in the Appalachian Region with a high incidence of poverty and unemployment, was initiated by the Community Services Specialist in the

Division of Library Development and Services. This study has been completed and discussed with the community; some of its recommendations are in the process of being implemented; and the study will be published by June 1972.

The advisory subcommittee suggested that the following directions be taken in developing services to the disadvantaged, and local units will be encouraged to consider them in future planning:

To continually compile and update community profiles

To consider the teaching of reading to out of school individuals

To include materials in the collections which will support the development of reading, writing, and job skills

To emphasize nonprint materials for people with limited reading ability

To supply crisis information on request

To have available reports, minutes, regulations of organizations, and government agencies affecting the community

To interpret for community, individuals, and groups those report, minutes, and regulations of organizations and agencies affecting the community

To act as resource to community groups in terms of meeting space, programming assistance, and information services

To utilize small mobile units for programming and greater flexibility in material and information dissemination

To recruit disadvantaged persons for library staffs and to develop career ladders and inservice training programs for them.

Achievement Strategies

1. During FY 1973, at least six libraries will have begun a pilot project in special services to a disadvantaged group.
2. During FY 1973, the recommendations of the Garrett County Library study will be implemented.
3. During FY 1973, each local library system will analyze its service and its population and will have identified disadvantaged groups.
4. During FY 1973, each local LSCA project will be evaluated.
5. During FY 1974, the State advisory committee will assist in program coordination with other agencies and will include a representative of the disadvantaged on the committee.
6. During FY 1974, each public library system will develop at least one program to serve the needs of handicapped or disadvantaged adults or youth.
7. During FY 1974, three regional and State conferences will be planned and held to develop staff competencies in working with disadvantaged groups.
8. During FY 1974, the findings and results of innovative successful programs will be disseminated and discussed.
9. During FY 1974, one major experimental program, jointly undertaken by the library and one or more appropriate local agencies will be developed at the local or regional level.
10. By 1975, at least 30 percent of LSCA Title I funds will be allocated to programs serving disadvantaged adults and youth.

Library Services in State Institutions

1.4 Objective

To ensure that those confined to State institutions have library services to support the achievement of their educational, rehabilitative, and individual objectives.

Rationale

A well planned institutional library, staffed adequately, and well supplied contributes greatly to the rehabilitative, educational, social, and vocational training of the confined persons. These libraries in the institutions are woefully underdeveloped. The absence of budgets and plans for development of library services in many of the institutions has delayed their inauguration. Only one agency has a part time professional librarian at the administrative level and other staff specialists, who assume direction, have little understanding of library service. Therefore, development is very sporadic.

Current Status

A specialist in institutional library services, Division of Library Development and Services, provides consultative and advisory services to two State cabinet level departments, composed of five agencies responsible for operation of 33 institutional libraries. The emphasis has been on stimulating the development of library services and training available personnel. Financial grants, with State, LSCA, and ESEA funds, are available to the agencies when it is evident that a project will assist in significant development or will serve as demonstration purpose.

A study is in progress to reassess library services offered to inmates in State Adult Correctional Institutions. At the conclusion of the study, a five year plan for development will be available.

Every attempt is made at greater cooperation among other types of libraries and institutional services. At present, nine public libraries are offering some services to institutions but greater coordination is necessary.

It is evident that the trend in Maryland is away from the massive institution and toward decentralization by the establishment of half-way houses, community centers, etc. As these units develop, plans must be formulated to assure that library services fit the special needs of the confined.

Achievement Strategies

1. During FY 1973, plan for adoption and agreed priorities for the recommendations contained in the Correctional Survey.
2. During FY 1973, plan with Health and Mental Hygiene administrative personnel for staffing in eight institutional libraries.
3. During FY 1973, clarify with the State Budget Bureau procedures, rules, regulations and relationships regarding processing of funds and projects.
4. By 1974, plan with Division of Corrections for making available legal resources to inmates.
5. By 1974, coordinate public library services with four community correctional centers.
6. By 1975, evaluate all institutional libraries according to ALA standards.

7. By 1975, include methods for evaluation of school media programs in the State Department of Education requirements for accreditation of institutional school programs.

Library Services for the Visually and Physically Handicapped

1.3 Objective

To ensure that visually and physically handicapped persons have specialized services tailored to their library and information needs.

Rationale

Since the service to the visually and physically handicapped was moved from Virginia to Maryland in 1968, service has been greatly expanded. The number of users has increased each year, and the materials collection has grown. Use has grown from 2,203 users in 1969 to 3050 users in 1971, and 58,200 items borrowed in 1969 to 100,900 in 1971. It is now time to focus on reaching additional eligible persons, strengthen the general service, and to expand the service to specialized groups.

Current Status

The advisory sub-Committee suggested various directions that should be considered. The recommendations included volunteer coordination, freer access to materials, and programs for and with special groups. These suggestions are incorporated in the strategies listed below.

A specific emphasis in 1973 to continue in 1974 is improvement of the services to blind and visually handicapped students. These students must have the material assigned for textbook or required supplementary reading recorded for them on tape. This service requires volunteer readers, training for them, tapes on which to record, and a system of identifying and serving students in time for the material to meet their schedules.

Currently requests are handled through: (1) a project at Patuxent Institute where inmates record the material requested, (2) a corps of volunteer readers trained by the Library for the Physically Handicapped. Efforts have begun to identify and to initiate contacts with eligible college students and to identify resources in other State and regional libraries that have been recorded for students.

Achievement Strategies

1. Develop with library officials, college administrators, presidents, and deans in each institution of higher education, a plan to assure the cooperation of the institutional library in meeting needs of visually handicapped students.
2. During FY 1973, compile a list of all eligible students and appoint a committee to assist in formulating a plan for interviewing and developing a program.
3. During FY 1973, coordinate the recording volunteers at the regional center with those at the Maryland School for the Boind and other institutions and agencies.
4. Appoint a committee to assist in selecting new titles to be recorded and/or brailled.
5. During 1973, involve professional practitioners and groups in planning specialized services and initiate with them an active public relations program.
6. During FY 1973, negotiate agreements for loan and duplication of tapes from other organizations in the State and out-of-State regional libraries.

7. During 1973, increase utilization of the interlibrary network for requesting materials for blind and physically handicapped users.
8. During FY 1974, formulate a union list of tapes developed for and available to handicapped students in the State.
9. In FY 1975, evaluate the service, specifically those activities which emphasize programs for students, the employed, and uneducated.
10. During 1976, implement the recommendation of the evaluation study.

Continuing Education in Librarianship

5.1 *Objective*

To ensure that continuing education in the field of librarianship is available to library personnel in the State.

5.1.1 *Objective*

To ensure that the library/media education programs meet the manpower needs of the State.

5.1.1.1 *Specific Objective*

To develop and implement a planned program of staff development and training to meet library manpower needs.

Rationale

A wide range of manpower and staff development activities is needed in order to strengthen and improve local library services. Because of a rapidly expanding library program and the unavailability of professional librarians, many of the systems had on their staffs less-than-fully qualified personnel. To improve the skills and knowledge of these workers, the Division of Library Development in 1963 started an inservice training program which was carried on in four areas of the State. At the conclusion of this training the responsibility for continuing the program rested with the local units. During the time that the demand was greater than the supply of professional librarians, library systems added personnel with some college education and BA degrees. Their responsibilities were often the same as those performed by professionals, and administrators started to think of career ladders and classification schemes to accommodate positions between the clerical and professional

ranges. Training sessions of BA Degree and beginning professional staff members have been carried on at the local level with Division staff assisting in planning of the programs.

In addition to the programs, there have been other staff development projects including scholarship, recruitment, training grants, and a sustained project of research for undergraduate programs and inservice training for the bachelor degree librarian. There continues to be a great need for formal, as well as informal, programs for continuing education of library professional staff members as well.

Current Status

Manpower needs, development, and utilization requires more intensive research and exploration than is available at this time. Two activities are now being carried on which may assist in a better approach to the problem. One is a research study of undergraduate education which will increase a person's capability of delivering library services in a more humanistic manner in a changing world. The other is an inservice training program for bachelor degree librarians based on a study done for the State by Rutgers University. The program consists of two sets of 43 sessions each; one set for the Baltimore area and one for the Washington area, both concentrating on Bibliographic Methods, Adult Materials, Reference and Information Services, and Juvenile Materials. After an evaluation of the program, an opportunity will be given to local units to obtain financial support for repeating the activity, using a uniform format approved and evaluated by the Division of Library Development and Services.

Two recent developments have taken place within the Maryland State Department of Education which have direct bearing upon the training and

staffing patterns of school media personnel. These development are the publication of *Criteria for Modern School Media Programs and the Proposed Certification Requirements for School Media Personnel.*

Since the release of these two documents, many persons in the field have requested direction from the staff of the Division of Library Development and Services as to what staff patterns of the future will be. The Division Staff believes that pre-service training must reflect these two documents and inservice training is necessary for those already in the field.

Scholarships, workshops, and conferences have also assisted in recruiting and educating library personnel. For a number of years, funds for three sclolarships of $3,000 each have been allotted to the Library Association. For the first time this year, $9,000 was granted to the University of Maryland, School of Library and Information Services. The purpose of the grant is to increase the number of qualified black librarians in the libraries of the State by making available funds for scholorship program whereby a Masters Degree in Library Science can be obtained. Opportunities are given to local library staff members to attend workshops and conferences at the State and local level, as well as activities outside of the State. State workshops have been held on middle management, CATV, Reference Services, Service to the Disadvantaged, and other topics.

In the future, library staff members need to be planning different roles and responding to greater social issues for which additional and continuing education will have to be intensified. A plan must be developed through which activities can ensure the strengthening of capabilities of persons working in our libraries and delivering services in varied ways to special groups and clientele.

Achievement Strategies

1. During FY 1973, continue to encourage recruitment and employment of black staff in public and other libraries through such activities as scholarships for black, workshops, institutes, etc.
2. During FY 1973, provide a plan for inservice programs for staff development on State and local basis.
3. Continue to develop inservice training programs and library education programs for library associate personnel.
4. During FY 1974, assure that the University of Maryland's library education program in the area of public library services is strengthened.
5. By July 1973, appoint a committee to develop a proposal for certification of public library personnel.
6. Initiate and evaluate research programs that have implications for library education and manpower.

Library Facilities

3.5 *Objective*

To ensure that every citizen has a conveniently accessible library facility adequately designed and equipped for his use.

Rationale

Good and efficient library service meets both the general and special needs of the individual user and of the community as a whole. Trends in library services, shifts and changes in user populations, increased reliance on information in microform, technological change, experimental patterns of providing library services, the increased awareness of social needs, and many other factors must be considered in facility planning. Planning cannot be based on what exists today but must anticipate the needs of the future.

Traditional library facilities have, for the most part, been self-contained; the space planned for activities to be carried on located within the building. With the gradual shift in philosophy; i.e. reaching the non-user, future library services may require extremely different types of structures.

Current Status

Within the last ten years, a total of 51 new public library facilities have been constructed and opened for expanded services. Many media centers have become operative in schools, replacing the traditional library with curriculum-oriented collections of both print and nonprint materials. Library services have been inaugurated in all types of State institutions.

Division staff members have played active roles in all these projects, assisting local units in planning and/or remodeling facilities. They have acted in advisory and consultative capacities to library administrators, school supervisors, architects, and government officials.

Studies and surveys have been conducted to assist local planning units in efforts to better both library services and facilities. All construction projects under LSCA, Title II, must meet the criteria set forth in Appendix II: Public Library Construction.

The Maryland incentive fund for public library construction provides $.50 per capita annually. Local participation is a prerequisite to realizing the State's share. Some elements of the present formula cause the State's share towards the $.50 per capita to decrease each year, and consideration is being given to legislation aimed at great assistance to the local library systems.

Achievement Strategies

Make library system administrators aware of the availability and extent of State and federal funds earmarked for library facilities.

Review all plans for new facilities to ascertain that provision for the machinery of the media (CATV, computer terminals, etc.) has been made.

During 1973, involve a mixture of residents in planning types of servcies and building needs for a new or expanded library facility for their community.

By July, 1974, review and analyze 1970 census information and projections to pinpoint population concentrations and shifts which influence location of library facilities.

During FY 1974, appoint a committee, including librarians and media specialists from all types of information centers, to review a selected number of technological innovations which may prove beneficial to the information science community.

During FY 1975, study the processes at the Maryland Materials Center to determine the feasibility of automating and expending the processing of materials and offering the service to all types of libraries.

By FY 1977, study the feasibility of a school-public library facility within a Maryland community.

Planning and Library Legislation

2.7 Objective

To ensure that library laws are adequate for the achievement of library objectives.

2.7.1 Specific Objective

To secure revision of present laws to provide for increased financial support for libraries.

Rationale and Current Status

The present library law provides a formula for minimum State-local financial support of public library operation and of construction of facilities. The amount of funds provided, $1.80 per capita for operating costs, is less than half of the amount determined by national standards needed to provide adequate library service. The support program for library buildings is also inadequate. Furthermore, the basis of the present equalization formula has been under question by legislators and others. The State trend toward assumption of the total cost of public education has implications for other state-aided educational programs, such as libraries.

The Governor's Commission to Revise the Library Laws recommended that the $1.80 per capita program for library operation be revised to $3.00 per capita with 50 percent of the funds coming from the State, and that the library building program be based also on 50 percent State funding.

Library needs for additional books, for newer audio-visual and related materials, and for improved services to their communities can be documented to support the need for increased funding. Additional data will be forthcoming from the public library planning activities listed in objective 3.5.

Achievement Strategies

The specific activities outlined below are directed toward the development and enactment of a revised plan for financial support for libraries:

1. By September 1972, suvery legislators, State and local officials and other interested people for information about trends and concepts in State funding and their implications for library legislation.
2. By December 1972, complete implementation of plan.
3. By December 1, 1972, decide on and develop a plan for legislative action for the 1973 General Assembly.
4. In 1973, develop, with library, State, and legislative leaders, a new comprehensive legislative plan for library support.
5. In 1973, review other aspects for the law that may need revision.

Appendix I: LSCA Maryland Advisory Council

Appendix II: Public Library Construction

Appendix III: Library Planning Regions

Appendix IV: Maryland Public Library Statistics: A Regional Picture

Appendix V: Reference Sources

LIBRARY SERVICES AND CONSTRUCTION ACT

MARYLAND ADVISORY COUNCIL

Mrs. Martha Benton
Department of Mental Hygiene
301 West Preston Street
Baltimore, Maryland 21201

Mrs. Sarah Carter
Community Action Agency
Ferndale Human Resources Development Center
3 Baltimore-Annapolis Boulevard
Ferndale, Maryland 21061

Mrs. Sylvia Cole
2311 Hunter Street
Baltimore, Maryland 21157

Mrs. William B. Dulaney
Route 6, Box 40D
Westminster, Maryland 21157

Mrs. Norma Ford
Baltimore City Legislative Reference Dept.
312 City Hall
Baltimore, Maryland 21202

Mrs. Jean Frohich
Sinai Hospital Libraries
Belvedere and Greenspring Avenues
Baltimore, Maryland 21215

Mrs. Elenor S. Furbush
Montgomery County Department of Public Libraries
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Mrs. Katherine C. Hurrey
Southern Maryland Regional Library Association
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Mrs. Anthony Johns
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Miss Nettie B. Taylor
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Mr. Edward Warner
Regional Planning Council
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Baltimore, Maryland 21202

Mr. Robert L. Wright
School of Library and Information Services
University of Maryland
College Park, Maryland 20742

LSCA
Plan Section Number 3.0
State Maryland
Fiscal Year 1967

3.0 Public library construction, Title II,

3.1 Public library construction projects.

1. Criteria. The library construction program for Maryland is an integral part of the plan for development of the State public library system. Maryland public library service is supported by a state-local partnership program for both operating and construction costs.

The construction funds provided in LSCA will be used to encourage library systems to build facilities adequate in size, design and location for public library service in areas which currently lack facilities or which have facilities inadequate to develop library services. All construction will reflect the national standards for public service as well as accepted criteria for public library buildings. (Wheeler-Goldhor, PRACTICAL ADMINISTRATION OF PUBLIC LIBRARIES, 1962 and INTERIM STANDARDS FOR SMALL PUBLIC LIBRARIES, ALA.)

Library buildings to be constructed in areas with no facilities must meet the following criteria:

A. No outlet exists and population to be served justifies establishment of same.

B. Present outlet occupies rented non-library-owned quarters.

Library buildings to be constructed in area with facilities which are inadequate to develop library services must meet the following criteria:

A. The present building is not large enough for the needs of the clientele served for and for necessary library functions.

B. The present building is improperly located as a result of growth or shift in population, change in neighborhood, etc.

C. The present building is structurally unsound or improperly designed to meet needs of the clientele served.

The local library must furnish to the State agency evidence of inadequacy and the need for new or expanded facilities. The State agency will affirm the accuracy of the statement of inadequacy by consultation with the local library and the application of pertinent knowledge and data.

3.1 Public Library construction projects (continued)

II. Priorities in awarding grants for approved projects. Applications which meet the criteria and follow the procedure described in this section will be reviewed and considered in view of the following:

A. New construction projects will have priority over remodeling or renovation.

B. Central buildings and individual County area libraries will have priority over community Branches.

C. As plans progress and the desirability is justified for cooperative library service programs which cross governmental lines, priority will be given to these projects over central buildings, county area libraries and community Branches.

D. Number of people to be served who have inadequate service will be considered.

E. Library systems which have not received a project grant will receive priority over those library systems which have received a previous grant.

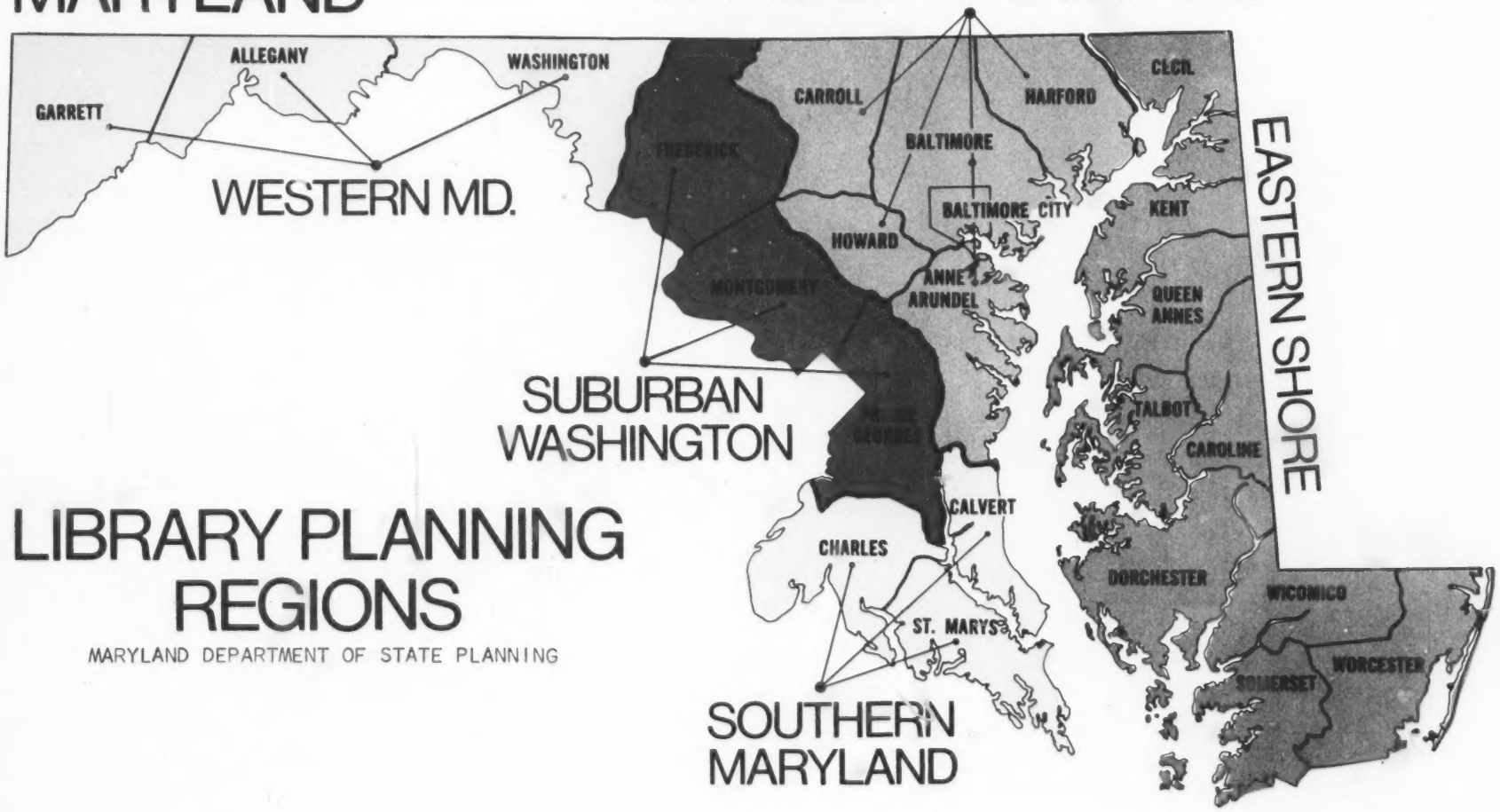
F. Not more than one grant will be awarded to any public library system, in any fiscal year, unless funds for a previous year have not been incumbered by April 1st, of the current fiscal year.

III. Procedures for approval of projects for construction of public library facilities.

A. Approval of projects will be contingent on:
1. Meeting criteria as outlined
2. Following approved procedures
3. Submission of an application which includes the regulations and procedures to be followed by the library system in carrying out the project. Application when executed constitutes a signed agreement between the State Superintendent of Schools and the local library system.

B. Prior to final approval of the formal application for LSCA funds, the following steps must have been completed by the local library system and approved by the State Department of Education.

MARYLAND



LIBRARY PLANNING REGIONS

MARYLAND DEPARTMENT OF STATE PLANNING

A REGIONAL PICTURE

REGIONS AND LOCAL UNITS	OPERATING INCOME						OPERATING EXPENDITURES					NUMBER OF VOLUMES*	CIRCULATION OF MATERIALS	JANUARY 1971 ESTIMATED POPULATION+
	TOTAL	FEDERAL	STATE	LOCAL	OTHER	AMOUNT PER CAPITA	TOTAL	SALARIES	MATERIALS	CONTRACT	OTHER			
Total State	21.193.565	477.027	6.103	17.521.173	829.262	5.37	20.246.731	13.672.308	3.506.174	610.651	2.457.598	6.656.762	21.564.149	3.950.200
WESTERN MARYLAND	589.769	70.000	150.020	338.127	31.622	2.86	603.359	337.147	140.198	21.946	104.068	332.728	1.079.089	205.900
Allegany	162.407		64.063	90.640	7.704	1.98	160.280	89.760	36.873	8.159	25.488	87.178	445.399	82.100
Garrett	45.784		15.418	27.487	2.879	2.21	47.882	25.916	8.800	1.007	12.159	39.768	108.599	20.700
Washington	308.834		70.539	220.000	18.295	2.99	315.233	204.776	45.901	7.163	57.393	195.400	521.380	103.100
Western Md. Area	72.744	70.000			2.744	-	79.964	16.695	48.624	5.617	9.028	10.382	3.711	-
METROPOLITAN BALTO.	11.531.930	1.432	1.356.731	9.694.409	479.358	5.42	11.721.578	7.950.394	1.849.362	529.442	1.392.380	3.928.519	10.721.781	2.125.800
Ann Arundel	1.017.582		229.817	746.880	40.885	3.41	1.014.044	687.053	180.104	106.653	40.234	381.443	1.429.153	298.100
Baltimore City	6.094.478		662.653	5.211.686	220.139	6.78	6.224.563	4.609.196	727.099	166.211	722.057	2.219.965	3.256.304	899.000
Baltimore	3.624.153	1.198	282.015	3.167.889	173.051	5.78	3.666.774	2.183.785	751.261	217.958	513.770	962.730	4.748.784	626.700
Carroll	133.042	234	39.619	85.481	7.708	1.91	160.467	81.464	38.931	8.018	32.054	72.884	225.359	69.500
Cecil	106.820		44.696	55.000	7.124	2.02	110.391	75.771	18.334	2.373	13.913	76.802	134.787	52.900
Harford	305.975		74.999	212.603	18.373	2.64	297.867	173.001	71.280	8.515	45.071	131.851	578.968	115.900
Howard	249.880		22.932	214.870	12.078	3.92	247.472	140.124	62.353	19.714	25.281	82.844	348.426	63.700
SUBURBAN WASHINGTON	7.884.175		652.656	6.958.726	272.793	6.04	6.854.546	4.760.483	1.318.945	17.035	758.083	1.911.433	8.426.285	1.304.700
Frederick	172.703		37.570	120.550	14.583	2.05	175.550	116.189	22.727	7.630	29.004	91.984	250.031	84.400
Montgomery	3.751.082		193.464	3.325.370	232.248	6.98	2.821.358	2.070.038	661.800	7.920	81.600	917.393	4.923.473	537.400
Prince George's	3.894.084		421.622	3.446.500	25.962	5.70	3.791.332	2.522.353	623.251	1.485	644.243	865.900	3.147.334	682.900
Takoma Park ✓	66.306			66.306		3.58	66.306	51.903	11.167		3.236	36.156	105.447	(18.500)
SOUTHERN MARYLAND	a 336.662	60.000	95.481	a 177.912	3.269	2.94	323.777	186.416	59.351	19.864	58.146	139.426	423.532	114.300
Calvert	43.579		14.291	28.992	296	2.13	41.397	22.552	6.739	5.750	6.356	25.340	68.489	20.500
Charles	110.954		30.284	79.238	1.432	2.35	109.838	68.851	17.813	6.915	16.259	53.761	184.020	47.300
St. Mary's	104.039		50.906	51.592	1.541	2.24	113.042	61.246	22.285	7.104	22.407	51.125	171.023	46.500
Southern Md. Reg.	a 78.090	60.000		18.090		-	59.500	33.767	12.514	95	13.124	d 9.200	-	(114.300)
EASTERN SHORE	a 688.069	137.445	111.215	397.189	42.220	3.45	625.629	359.267	137.519	22.364	106.479	334.656	913.462	199.500
Caroline	37.538		18.519	16.500	2.519	1.93	22.096	11.707	6.360	935	3.094	21.978	56.618	19.500
Kent	32.861		5.688	26.525	648	2.08	20.834	9.382	6.105	913	4.434	20.207	45.068	15.800
Kent-Caroline	a 27.107			a 27.100	7	-	25.754	19.904	-	-	5.850	-	-	(35.300)
Dorchester	57.399		21.728	32.990	2.681	2.00	71.136	31.404	16.440	3.303	19.989	37.476	104.982	28.700
Queen Anne's	58.744		6.938	39.579	12.227	3.34	54.907	32.101	8.179	1.065	13.562	43.856	33.867	17.600
Somerset	37.300		17.984	18.920	396	2.03	40.008	23.740	9.389	550	6.329	16.188	73.717	18.400
Talbot	74.474		7.956	51.492	15.026	3.37	76.438	52.662	13.493	2.513	7.770	51.933	136.037	22.100
Wicomico	161.497		23.726	130.598	7.173	3.03	161.471	96.686	38.410	6.242	20.133	72.272	288.258	53.300
Worcester	63.704		8.676	53.485	1.543	2.64	63.673	37.967	13.438	2.562	9.706	40.338	111.692	24.100
Eastern Shore Area	137.445	137.445	-	-	-	-	89.312	43.714	25.705	4.281	15.612	40.408	13.223	-
EASTERN SHORE PROCESSING CENTER	37.500	37.500	-	b	-	-	117.842	78.601	799	-	38.442	-	-	-
METROPOLITAN SERVICES e	170.650	170.650	-	-	-	-	c	-	-	-	-	-	-	-

* Does not include pamphlets, pictures, periodicals

\+ Estimated population for Maryland State Department of Health

✓ Not State-aided. Included in population of Montgomery and Prince George's County, therefore ommitted from total

a Income from cooperative libraries for shared operating expenses excluded from State total as follows: Kent-Caroline $27.100 and Southern Maryland Regional Library Association $18.090

b Income of $83.509 representing fees paid by contracting units is excluded

c Expenditures are reflected in local library operating expenditures

d Includes continuation order for member libraries, 250 books in SMRLA office

e Serves Baltimore and Washington Metropolitan Areas

Figures of Division of Research, Evaluation and Information Systems

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